

Professional Experience context:

These pre-service teachers are in their 3rd year of a Bachelor of Education (Secondary) and it will be their 2nd Professional Experience. In this placement pre-service teachers progress from planning for and teaching lessons for some classes to teaching lessons to all classes. This semester the pre-service teachers have focused on developing the professional knowledge and practices associated with evidence of learning and evidence of impact. They have been gaining an understanding of and developing strategies for assessing, providing feedback and reporting on student progress, including quality assuring teacher judgements of student achievement.

Required experiences:

Throughout this Professional Experience placement, it is expected that the pre-service teacher will have daily experience in the following areas (unless otherwise stated). Literacy and numeracy standards as well as professional ethics and conduct as required by the profession are an inherent requirement of this Professional Experience placement.

Timing in Professional Experience	Required experiences											
	Orientating to site, environment, individual class(es)	Observing routines, teaching & learning practices, learning environment, assessment & feedback *	Working with individual students & small groups	Attending meetings playground duty, school activities, bus duty, etc. These are as required by your supervising teacher's roster & site requirements	Reflecting on observations, on your planning & teaching & assessing *	Discussing and engaging in regular discussions & professional learning conversations with your Supervising Teacher & University Partner	Planning lessons and associated resources must be planned & shared with your supervising teacher a min of 24 hours in advance of the teaching *	Maintaining your PEX Practice Folder. Should contain, observations, reflections, feedback, lesson plans, resources *	Teaching and planning for teaching and assessing. Negotiate with your Supervising Teacher when the following will occur:			
									Short episodes #	Whole class lesson for Class A **	Whole class lesson for Class B **	Whole class lesson for Class C **
Day 1	✓	✓	✓	✓	✓	✓						
Days 2 – 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	1 per week	1 per week	
Days 6 – 10		✓	✓	✓	✓	✓	✓	✓	✓	2 per week	2 per week	1 per week
Days 11 - 15		✓	✓	✓	✓	✓	✓	✓	✓	3 per week	2 per week	2 per week
Days 16 – 20		✓	✓	✓	✓	✓	✓	✓	✓	4 per week	3 per week	2 per week

* To be recorded and kept in Professional Experience Practice Folder and shared and discussed with Supervising Teacher ** The three separate classes should be different year levels and/or subjects # Short episodes are usually repetitious in nature, eg bringing class in and settling them at beginning of lesson, running a daily problem solving task, reading daily notices, transitioning class to break, etc